



GENDER FEMINIST Sexuality Studies

Welcome from The GSFS Program Director, Laurie Essig

Feminist theory teaches us that many of the things we believe to be solid and unchanging- like gender, sex and race- are in fact performative, relational and historical. In other words, reality is always subject to radical change.

It should come as no surprise then that the program in Gender, Sexuality & Feminist Studies is also constantly shifting and morphing into unexpected shapes and configurations. This year we finally settle into our newly configured curriculum and name even as the people making that happen shift. We have lots of new faces and new energy in Gender, Sexuality and Feminist Studies as well as at Chellis House. Sandra King, our wonderful new coordinator, is smoothing out the rough edges of a new director (me), an interim director of Chellis House (Emily Pedowitz) and a new faculty member (Anson Koch-Rein) even as the heart and soul of our program, Sujata Moorti and Karin Hanta, are on research leave. Even though we're all new (at least in our positions) we have the ongoing support of a wonderful network of feminist scholars at Middlebury. Together, we are creating all sorts of opportunities for intellectual engagement with feminist concerns.

We started the year off with a Life of the Mind talk by Middlebury's J. Finley on "Satire and Social Critique in Black Women's Comic Performance" as well as a visit from Harvard's Robin Bernstein whose talk, "Feelings are Historical: Racial Innocence and the Death of Trayvon Martin." Both of these talks get at the central concern of the Gender, Sexuality and Feminist Studies major: how race, gender and sexuality operate in the world- not as separate systems of power- but rather as an entangled hairball where it is impossible to separate one strand from another.

A committee of GSFS-affiliated professors is busy organizing this year's Gensler Symposium on feminism in a Global Context, which will also take up these concerns. The Gensler this year will be "Punishing Bodies: Feminist Responses to the Carceral State." With everyone's attention on the events in Ferguson this Fall, we wanted to see what feminist theory- with its insistence that race and gender can never be separated but rather rely on each other to make sense- could offer to the conversation. We have an exciting group of scholars from around the country as well as some local activists who will help us think through some of the most difficult issues confronting American society. And given that the US is shaped by global forces, part of the conference will be focused on what the expansion of the carceral state has to do with migrations and borders and how we, as feminist scholars, can think that through.

Of course, GSFS and Chellis are about fostering feminist community as much as we are about fostering intellectual engagement. That's why we hold regular Free Food and Feminism dinners and why we welcome students, faculty and staff into Chellis all day long. Stop by and I'll make you a cup of coffee or tea and we can discuss how to use feminist theory not just to describe the world, but to change it.

Meet some new Faculty & Staff Members in GSFS!

Sandra King: Coordinator of Gender Sexuality and Feminist Studies



At UVM I double majored in Political Science and Sociology. I favored many of my classes in Sociology as they greatly pertained to human relations. I was fascinated with the way people from all over the world would define what was socially acceptable and that which was socially deviant. However, I cannot deny how race, class and gender (to name a few) were and still are very critical components that infuse politically thinking of the masses.

Most recently I made the switch from working as a mental health professional at the Counseling Service of Addison County to working full-time for Middlebury College. During my five years at CSAC I worked in a variety of positions. I began working in a long-term residential home for adults with chronic mental illness. I later transitioned to work as a Crisis Case Manager and Youth & Family support worker during afterschool hours. In retrospect, I now see how I often was an advocate for women and children who were navigating various systems such as the legal, healthcare, Veterans Affairs and social welfare systems. I am really happy to join the GSFS team at Chellis.

Emily Pedowitz: Interim Director of Chellis House (2014-2015)



I am a Middlebury alum and GSFS major and I am thrilled to be serving on the other side of Chellis House and the GSFS program. My interests lie in legal and mental health advocacy for those affected by gender based violence.

Since graduation from Middlebury, I have worked at the ACLU Women's Right Project, conducting intake for potential class-action lawsuits, as well as at Sanctuary for Families LGBT Initiative, providing support and resources to those affected by domestic violence and sex-trafficking in New York.

Please do not hesitate to seek me out for resources or support related to Chellis House. I look forward to a continued year of activism, academia and service with you all.

Anson Koch-Rein



We are very excited that Anson Koch-Rein has joined the GSFS team this fall as a Visiting Assistant Professor. This semester, Anson has taught both "Foundation in GSFS Studies" and "Sexuality in the United States: Histories and Identities." He will teach "Foundations" and "Topics in Feminist Theory" in the spring semester. Anson has come to us after receiving his PhD from Emory University's interdisciplinary Graduate Insti-

tute of the Liberal Arts, where he received a certificate in Women's, Gender and Sexuality Studies.

Anson, a native of Germany, describes his research interests as "Gender and Transgender Studies, Queer Studies, American Literary and Cultural Studies, Rhetorics and Theories of Metaphor, Legal Cultures, and Disability Studies." I had a lot of fun reading Anson's blog and encourage you all to check it out (<http://ansonkochrein.wordpress.com>). This is where you can read about his dissertation "Mirrors, Monsters, Metaphors: Transgender Rhetorics and Dysphoric Knowledge." His blog includes an article discussing the lived experience of being a transgender feminist as well as a video of his dog relating to a previous class on "Dogs in US Culture." Anson is here for two years so be sure to take his classes while they are offered!



J Finley

J is a Mellon C3 Post-doctoral Fellow in the American Studies Program, where she is teaching classes on African American humor and black women in popular culture. She earned a PhD

in African Diaspora Studies at UC Berkeley. Academically, J is interested in black women's performance history, especially black women's strategies of getting "out of place." She has also done work on black women who are politically conservative, and is planning to write a critical biography of the entertainer Pearl Bailey in the (far) future. We are excited to have J at Middlebury!



Eloy La Brada

A big welcome to Eloy LaBrada, a new Assistant Professor of French! Eloy studied at the Centre d'études féminines et de genre, one of the first French versions of gender, sexuality, and queer studies

with Hélène Cixous. His past and current research focuses on the philosophy of gender and sexuality and the history of European philosophy.

Tanya Byker



Tanya Byker joined the Economics faculty as an assistant professor in the fall of 2014. She teaches courses in regression and the economics of gender. Professor Byker graduated from Swarthmore College and received her PhD from the University of

Michigan. Her research focuses on the inter-related choices women make about education, work and motherhood. She has studied how birth-related career interruptions in the US vary by mother's education, and the ways that parental leave laws impact those labor-supply decisions. In a developing country context, she has studied how access to family planning impacts fertility and women's longer-term outcomes such as schooling and employment in Peru and South Africa.

Young GSFS Alums

(AKA: Young Feminists Changing the World)



What can you do with a liberal arts degree in GSFS? Our young alums prove that you can do quite a lot! With just a small amount of time since graduation, GSFS majors have been able to continue their passion for feminist action in a variety of settings.

Kristina Hillarydotter '14: Since graduating just this May, Kristina moved to Brooklyn, New York, and began working at both the United Nations as an intern in the Peace Women Program and Planned Parenthood as a Sexuality Educator. Kristina understands that healthy sex education is a key aspect in foster-

ing a society free of sexual violence. By ending the stigma and silence surrounding sexual behavior, especially for individuals identifying as female, Kristina hopes to empower young people to have control over their bodies and their own sexuality.

Shabana Basij-Rasikh '11: During her time at Middlebury, Shabana co-founded School of Leadership, Afghanistan (SOLA). SOLA is a nonprofit helping young Afghans to both access education opportunities abroad and to find employment in Afghanistan following education. Since graduation, Shabana has returned to Kabul and has turned SOLA into Afghanistan's first boarding school for girls. Shabana herself serves as the president of the boarding school. SOLA provides Afghan girls with access to college prep courses and aids them in applying to universities across the globe. The non-profit has helped Afghan girls access more than \$7.7 million in scholarship. Following graduation, these women are often the first to enter previously male dominated fields in Afghanistan.

Addie Cuniff '13: Addie spent her first year after graduation living in Burlington and serving as an apprentice to a local midwife. She attended home births in Addison and Chittenden Counties. This June, she has moved to Philadelphia to continue her midwifery studies at the University of Pennsylvania School of Nursing. She is part of an accelerated nursing program where she will graduate as an RN in Dec 2015 and eventually gain her certification as a Women's Health Nurse Practitioner and Certified Nurse-Midwife in 2018. Addie fostered a passion for supporting women's health

needs and promoting the accessibility of women's healthcare while at Middlebury College and it is clear that she is continuing this important work post graduation.

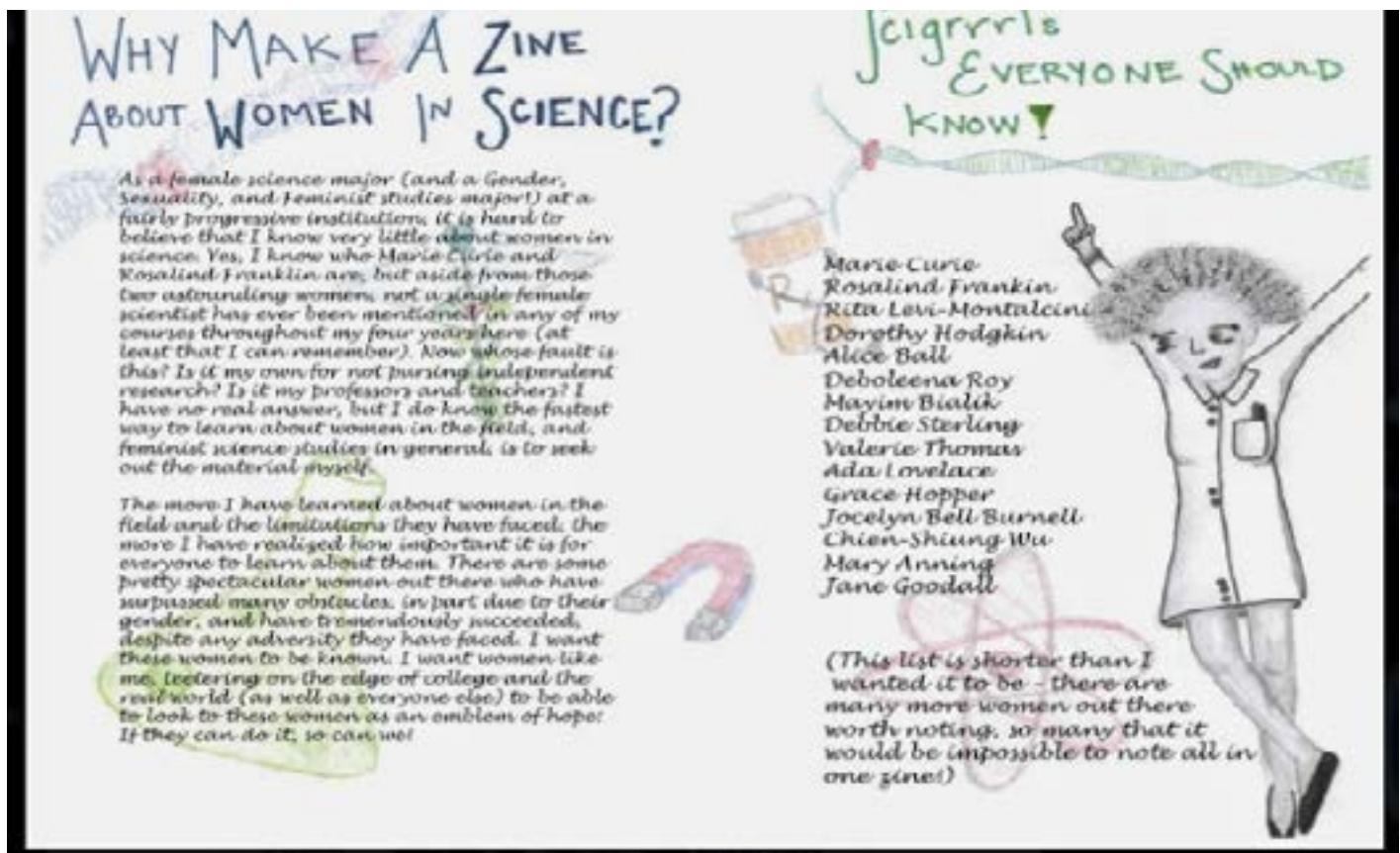
Veronica Coates '14: While attending Middlebury, Veronica joint majored in Sociology and Gender, Sexuality & Feminist Studies. She was very active while at Middlebury, working on two student organization boards, including Women of Color and the African American Alliance. She also lived in PALANA House, the multicultural academic interest house, for three years, her senior year culminating with her as the Programming Assistant. Since leaving Middlebury, Veronica has moved to Boston, Massachusetts, where she will be pursuing a Masters degree in Gender & Cultural Studies for the next two years. Her topics of interest include issues of inclusion and diversity at liberal arts colleges, race and gender in disability studies, activism—particularly online blogging—amongst minority groups, race and gender in education, and exploring Black feminisms. She hopes after completing the program in two years to move to California to pursue a PhD in Feminist Studies or Ethnic Studies. Fun fact: Veronica is looking forward to submitting a piece of her academic work, on digital feminisms aka blogging, for publication this year!

Ashley Guzman '13: Ashley is working as a Legal Advocate for the Bronx Defenders, a holistic public defense organization in the South Bronx. As a legal advocate, she works on a team with lawyers and with people who have criminal and/or family court cases. She works with people to help get and maintain

their public benefits and food stamps, and she also does shelter advocacy. Ashley's work includes helping clients to get their property back from the NYPD after they've been arrested and helping clients get identification. Regarding her position, Ashley writes, "It's pretty amazing but also tough to see how the systems are basically set up to make poor communities of color fail. And to be honest, it's very difficult emotional work. I obviously am not going through the hardships that my clients are, but it does mean that at the end of a week, I've had about 30 daily reminders of how unfair and dehumanizing many institutions can be on a regular basis."

Katie Willis '12: Since graduation, Katie has worked on farms in New York and Minnesota. She describes her time as stirring up "much cognitive dissonance about my experiences romanticizing work that is often brutal, abusive, and unfair to laborers of color." She has written for a food blog out of Minneapolis, "Simple, Good, and Tasty," about these experiences farming. There, she writes that "she was able to flesh out some of my frustrations with the farming world." She also took an internship working for SNAP Outreach at a food bank in Minneapolis, connecting low-income families with assistance programs. She is currently working as a temporary program coordinator at the University of Alabama at Birmingham in a physical therapy research lab that develops rehabilitative programs for people post-stroke.

Congratulations to Joanna (Scigrrrl) on receiving the Gensler Prize!



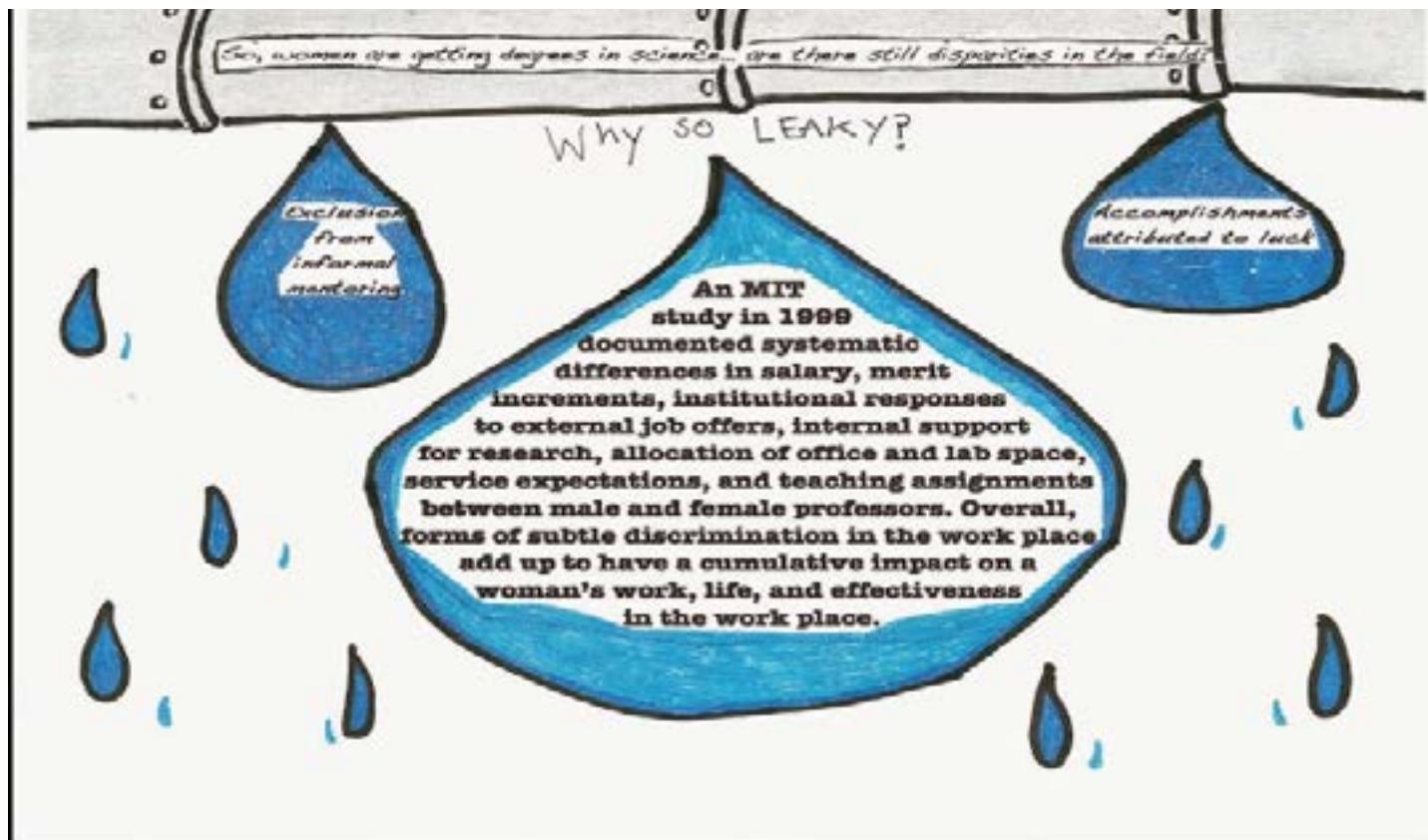
Joanna Georgakas is the 2014 recipient of the Drue Cortell Gensler Prize for best senior project on a topic concerning women and gender studies.

Joanna created both a blog and a zine series concerning feminist science studies, which she defines as “the examination of science with a feminist lens.” Joanna writes about the inspiration behind her blog:

“My quest for more knowledge perhaps began earlier than I was even aware: during my sophomore year in Feminist Studies. This course not only led me to pursue a second major, but also changed my perspective on my beloved science. In Feminist Topics I read some great works by feminists like Luce Irigaray (<http://www.egs.edu/faculty/luce-irigaray/quotes/>) and Donna Haraway (<http://www.egs.edu/faculty/donna-haraway/biography/>). These readings challenged me to question the objectivity of science: after, I began to look for the subjectivity in science, the socially informed assumptions and biases that are behind some disputably objective studies.

This new perspective bled into my other seemingly non-related science courses in which I began to question the assumptions behind the science, the whys and so whats behind the research. Each disputable assumption I found, the more frustrated I became. And frustration led to more frustration when I realized that my professors and most of my peers were accepting the same assumptions as the papers were without noticing there were assumptions in the first place. The text that really pushed me over the edge however was John Alcock's "Animal Behavior: An Evolutionary Approach" (I will save the details for a later post/vent session). Luckily, I was able to channel my frustration in my independent research, which not only led me to question the content of the papers in question, but also led me to learn more about equity studies, another branch of feminist science studies.

Throughout my process, the more I learned about women in the field and the limitations they have faced, the more I realized how important it is for everyone to learn. There are some pretty spectacular women out there who have surpassed many obstacles...and have tremendously succeeded in the field, despite any adversity they have faced. I want these women to be known. I want women like me, teetering on the edge of college and the 'real' world to be able to look to these women as an emblem of hope: If they can do it, so can we!"



Joanna's zine addressing gender disparities in the sciences despite similar rates in graduate education for men and women.

A Few Reasons to Major in GSFS

1. Free food and feminism

The Program in GSFS has multiple dinners a semester with students, faculty and staff involved in the program. The dinners take place at Chellis House.



The food is catered (think Sabai Sabai & Taste of India) and the conversation is always great! It's opportunities like these in GSFS that really allow you to foster relationships with like-minded people. Consciousness raising may just be the first step to social change!

2. Our Faculty

Professor Laurie Essig, now director of the Program in GSFS, attracts many students to the GSFS Program. Students describe her classes as



"life changing," and amongst their favorite at Middlebury. Her interests lie in critical race, queer studies, plastic surgery, pop culture, and sexuality. While

bringing a new and serious light to many topics, Essig's classes also brighten up students' days with laughter.



Professor Anson Koch-Rein is the newest addition to our program. Anson, a native of Germany, describes his research interests as Gender and Transgender Studies, Queer Studies, American Liter-

ary and Cultural Studies, Rhetorics and Theories of Metaphor, Legal Cultures, and Disability. Check out one of his spring classes! Who wouldn't love a professor whose blog includes an article discussing the lived experience of being a transgender feminist as well as a video of a dog relating to a previous class on "Dogs in US Culture?"

3. Puppy Fridays

On Fridays, we play with puppies. Sandra King, the awesome new coordinator of GSFS has an equally awesome puppy, Mochi. Mochi comes to work on Fridays and students are welcome to come by to get a little one on one time with this precious pup. You can only come if you're a major. We card at the door. Just kidding--stop by! We'll recruit you once you're here :)



4. Education in Resistance

GSFS classes allows students to access the critical thinking skills needed to understand the world around them, the inequalities that exist, and effective forms of resistance to foster change. Gender studies majors have gone on to create significant progress in the world in various fields including sex education, international awareness campaigns, legal advocacy and low-cost healthcare



"I Stand Up to Intimate Partner Violence Because..."

Middlebury Students Take a Stand Against Intimate Partner Violence



Feelings are Historical: Racial Innocence and the Death of Trayvon Martin

On Monday, September 22, Robin Bernstein gave a talk in Axinn 209 on the racialized nature of innocence and childhood, and the historical roots of feelings. Bernstein identifies as a cultural historian who specializes in US performance and theatre from the 19th century to the present, with focuses in race, gender, age, and sexuality. Her talk was based off of her most recent book, *Racial Innocence: Performing American Childhood from Slavery to Civil Rights*.

Bernstein started her talk with a story: when she was young, riding on a bus in New York, she witnessed a white, 11-year old girl harassing two younger, African American boys. When asked if the girl knew the boys, she replied that she didn't, she just thought they were funny. Bernstein took us through her reaction to this incident as a young girl: fear that she would be targeted if she spoke up, but also the strong knowledge that she would not be targeted by this girl. This story was a strong factor in her research on racial innocence and the connection to the murders of Trayvon Martin and other unarmed black teenagers.

In the 19th century, Bernstein explained, childhood innocence was the privilege of whiteness, and therefore black children were effectively denied a childhood. This is best exemplified by the Pick-a-ninny franchise, which showed black children as invulnerable to pain, and therefore a passive receptacle for innocent white violence, which was portrayed as fun. The black doll was tough, unhurt-able, and therefore abuse-able without consequence. These associations carry into modern day, as Bernstein revealed using the example of audience's outrage that Rue, a charac-

ter from the Hunger Games whose death in the middle of the story is heart-rending, was played by black actress Amandla Stenberg (despite the fact that in the novel she is written as having dark skin). One person tweeted "Kk call me racist but when I found out rue was black her death wasn't as sad." Bernstein drew a connection between these reactions to the death of Michael Brown and the New York Times article that called him "no angel," which she placed in the historical context of an abolitionist writer who wrote that all angels are white. At this point, she asked the following questions: "Who deserves protection? Whose pain matters? Who is innocent? Who is a child? Who is a threat?"

Bernstein then traced the emergence of a fear of black youth starting in the late 19th century following abolition. The dominant stereotypes of African Americans

before abolition were those of laziness and natural servility. Slavery was seen as a civilizing force, and therefore with the abolition of slavery and at the turn of the 20th century there was a rise in images of black, juvenile criminality. The "Stand Your Ground" law in Florida is based on "reasonable fear" which Bernstein labelled an oxymoron. Historical gestures live longer than thought and they contain, preserve, and transmit feelings, and therefore, Bernstein explained, "Stand Your Ground" laws legalize violence based on historical feelings.

By Rebecca Coates-Finke



Creative Maladjustment Showcase



On Saturday, September 13th, from 5-7 PM, the Creative Maladjustment Hip Hop Showcase performed in Wilson Hall before a large crowd including Middlebury students and community members. The event, which was also a fundraiser for Addison County Teens (ACT), was kicked off by an introduction from Jutta Miska, a co-director of ACT, and two current ACT participants. Miska explained how two years ago Debanjan Roychoudhury '16 and Cheswayo Mphanza '16 came to the Center asking if they could teach hip hop and spoken word poetry to local teens. Following some words from Shirley Collado and an interactive hip hop piece from one of ACT's alums, the Creative Maladjustment artists took the stage.

Taking their name from Martin Luther King Jr.'s famous line, "Why would anyone want to be adjusted to a world of injustice?", the Creative Maladjustment Showcase, composed of educators and scholars Debangshu Roychoudhury, Lauren Gardner, Kevin Hritz, and Middlebury's own Debanjan Roychoudhury '16, performed a series of pieces interspersed with interactive lectures on hip hop discourse and its impact on human development. Among the valuable lessons offered by Debangshu Roychoudhury was "The Three Bs of Development: Been, Be, Become." Members of the showcase performed musical pieces relating to each of these three stages in the development of the artist/activist/individual.

Another exercise involved bringing Middlebury students and youth from the crowd up on stage to recite and perform dance moves to lyrics from a Public Enemy song, "Fight the Power." This exercise exemplified the combination of both individual and community components inherent to hip hop and the potential this phenomenon has for social change.

After the performances, the Creative Maladjustment team hosted a question and answer panel discussion moderated by Debanjan Roychoudhury. The questions ranged from "What was a time you creatively maladjusted?" to "How do you find a way to maladjust or something to maladjust to?" and "What is the role of art and therapy in public education and what do you think it should be?" What followed was a deep and engaging conversation amongst the panel and students in the audience about the state of hip hop today, what does (or doesn't) distinguish maladjustment from hip hop heard on the radio and celebrity hip hop culture, art as a tool for giving students a voice and power in the education system, standpoint theory, and much more.

By Alex Strott & Rebecca Coates-Finke

Sneak Peak of the Gensler Symposium 2015:

Punishing Bodies: Feminist Responses to the Carceral State



The Gensler Family Symposium on Feminism in a Global Context will take place April 13-17th, 2015. Supported with generous funds from the Gensler family, this annual conference is part of the Program in Gender, Sexuality & Feminist Studies and this year will be co-sponsored by the Center for the Comparative Study of Race & Ethnicity at Middlebury College. We have an exciting week of events planned, with speakers and films culminating in a full-day conference on April 17th. The conference is open to all.

This year's theme is a mediation on what feminism can tell us about mass incarceration, the policing of poor communities, and the highly radicalized violence we see the state commit over and over again. Racial hierarchies have been built upon gender binaries since the birth of modernity. The hyper-masculinization of black and Latino communities and marking them as dangerous goes along aside the "racial innocence" of a white state. Whatever response comes after Ferguson, after Trayvon Martin, after decades of a war on the poor must include feminism's intersectional analysis of how race and gender, class and nation, space and sexuality work together to punish some bodies in the name of protecting others.

To stay up to date on events: **[go/Gensler2015](#)**

GSFS Course Offerings for Spring 2015



GSFS/ENAM 0102 Introduction to Gender, Sexuality and Literature

This course offers an introduction to the ways in which literature reflects, influences, creates, and reveals cultural beliefs about gender and sexuality. We will read a wide range of novels, poems, and plays from a diversity of eras and national traditions; we will also study seminal works in feminist theory, queer studies, and the history of sexuality, from early thinkers to today's cutting-edge theorists. Throughout the course, we will explore the ways in which gender intersects with other crucial cultural issues such as race, nationhood, globalization, and class. 3 hrs. lect./disc. CMP, LIT (A. Losano)

GSFS 0200 Foundations in Women's and Gender Studies

This course provides an introduction to the interdisciplinary field of gender, sexuality, and feminist studies. Examining gender and sexuality always in conjunction with the categories of race and class, the course foregrounds how inequalities are perpetuated in different fields of human activity and the creative ways in which groups have resisted these processes. The course is organized in sections to illuminate the effects of particular social institutions and structures on individual lives. Each section will introduce a broad overview of feminist interventions in different fields of inquiry. Cumulatively, the course reveals the importance of gender and sexuality as analytical categories to understand social reality and to comprehend important areas of culture. 3 hrs. lect. CMP, SOC (A. Koch-Rein)

GSFS/AMST 0208 Unruly Bodies: Black Womanhood in Popular Culture

In this course we will examine representations of black womanhood in popular culture, analyzing the processes by which bodies and identities are constructed as dangerous, deviant, and unruly. For example, materials will include the work of bell hooks and Patricia Hill Collins to analyze the imagery of black womanhood propagated by the television shows The Jerry Springer Show and Bad Girls Club. By contrast, we will also read Saidiya Hartman's Scenes of Subjection as a lens through which to view "bad" black womanhood as a radically stylized means of redress in the Blaxploitation-era film Foxy Brown. 3 hrs. lect. CMP, NOR (J. Finley)

ECON/GSFS 0207 Economics and Gender

Economics and Gender is an introduction to using the tools of economics to understand gender-related issues. In the first part of the course we will review economic models of the household, fertility, and labor supply and discuss how they help us interpret long-term trends in marriage and divorce, fertility, and women's labor-force participation. In the second part of the course we will study economic models of wage determination and focus on explanations of, and policy remedies for, earnings differentials by gender. The final part of the course will focus on new research in economics on gender-related topics. (ECON 0155) 3hrs. lect. SOC (T. Byker)

GSFS/CRWR 0225 Feminist Blogging

Blogging is a genre that lends itself to both feminist theory and practice because it involves writing from a particular place and a particular embodiment, about how power operates in our social worlds. Feminist theory demands intersectionality: an ability to weave race, class, gender, sexuality and other forms of power into a single theoretical approach. Feminist blogging transforms intersectionality into a single narrative arc. In this course we will think about blogging as a genre and how feminist theory can infuse that genre into a more vibrant, complex, and even transformative site. Throughout the course we will read feminist theory, analyze feminist blogs, and produce our own feminist blogs. 3 hrs. lect. CMP, LIT, NOR, SOC (L. Essig)

GSFS/FMMC 0267 Gender and Sexuality in Media

In this course, we will explore the intersecting roles played by gender and sexuality in our media, focusing specifically on film, television, and digital culture. We will examine the multiple ways in which popular media texts construct and communicate gender and sexuality, and we will analyze the role of gender and sexuality in the processes of spectatorship and meaning-making. We will study a wide range of theories of gender and sexuality in media including feminist film theory, queer media theory, and literature on gender and sexuality in video game history and culture. 3 hrs. lect./3 hrs. screen. SOC (L. Stein)

GSFS/WRPR 0303 Outlaw Women

In this course we will read and discuss literary novels that feature women who defy social norms: daring survivors, scholars, “whores,” queers, artists, “mad-women,” servants, revolutionaries. We will take a critical and transnational approach to issues of race, class, gender, sexuality, ability, and religion. Texts will include Toni Morrison’s *Sula*, Audre Lorde’s *Zami*, Marguerite Duras’ *The Lover*, Jamaica Kincaid’s *Lucy*, Patricia Powell’s *The Pagoda*, and Azar Nafisi’s *Reading Lolita in Tehran*. Students will write formal literary analysis, and narrative criticism. Together we will engage in some contemplative practice and study selected films. CMP, CW, LIT, SOC (C. Wright)

GSFS 0320 Topics in Feminist Theory

The course offers an overview of some key feminist texts and theories that have shaped the analysis of gender and sexuality. Each semester the instructor will choose a particular topical lens through which to examine some of the foundational theoretical texts that have animated the field of gender, sexuality, and feminist studies. Working within a transnational perspective, the course encompasses texts which fall under the categories of critical race and critical sexuality studies. (GSFS 0200 or SOAN 0191) 3 hr. lect. CMP, SOC (A. Koch-Rein)

GSFS/HIST 0393 A History of Gender in Early America

Exploration, conquest, settlement, revolution, and nation-building: no course in early American history should ignore such traditional topics. In this course,

though, we will examine the various ways that gender shaped these historical processes. How, for example, did colonials’ assumptions about manhood and womanhood affect the development of slavery in America? Or how did the Founding Fathers’ identities as men inform their attitudes about democracy and citizenship? We will scrutinize historical documents, of both a private and public nature, and discuss several recent scholarly works on gender from 1600-1850 to consider these kinds of questions. Pre-1800. 2 hrs. lect./1 hr. disc. CMP, HIS, NOR (A. Morsman)

GSFS/SOAN 0402 Sex and Society

In this seminar we will explore the pleasures, power, and problems of sex and will place sexuality in dynamic interaction with larger social issues. It is impossible to understand sexuality as separate from other dimensions of the human condition such as economics, politics, work, family, race, and gender. In particular, we will examine questions related to the science of sex, morality, monogamy, sex work, power and domination, desire and fantasy, and sexual politics. Overall, students will gain an understanding of sexuality as a social phenomenon. 3 hrs. sem. (J. McCallum)

GSFS 0413 White People

White people are often invisible when it comes to having a race. In this course we will begin by considering the formation of whiteness in post-Civil War America. We will read histories of whiteness, such as Grace Elizabeth Hale’s *Making Whiteness*, as well as consider important milestones in whiteness, from the films *Birth of a Nation* and *Gone With The Wind* to the blog “What White People Like.” Finally we will use essays, blogs, photographs, and videos to make white people at Middlebury visible by documenting how they represent themselves through language, dress, and rituals. (Not open to students who have taken FYSE 1357) 3 hrs. sem. (Sociology) NOR, SOC (L. Essig)

GSFS 0500 Independent Study

Approval required. (Staff)

GSFS 0700 Senior Essay

Approval required. (Staff)

GSFS 0710 Senior Thesis

Approval required. (Staff)